# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 1**<br>CCSS: RL.6.1<br>WIDA: 2<br>Reading<br>Speaking | **Cite textual evidence to support analysis** of what the text says explicitly in grade 6 text(s). | | Analyze text and identify supportive textual evidence through the *use of a graphic organizer and/or marking the text.* | | **VU**: Textual evidence |
| | | | | | **LFC**: Quotations, direct and reported speech sentence structure |
| | | | | | **LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Analyze text and identify supportive textual evidence in L1 and/or by matching phrase citations from adapted text to visual representations of the text. | Analyze text and identify supportive textual evidence in L1 and/or by matching sentence citations from appropriately leveled text to visual representations of the text | Analyze text and identify supportive textual evidence from adapted literature. | Analyze text and identify supportive textual evidence from literature at the grade 5-6 text level band. | Analyze text and identify supportive textual evidence from grade-level literature. |
| Learning Supports | Graphic Organizer Template<br>Partner Work<br>L1 support<br>Phrase citations<br>Pictures/Photographs of text<br>Word Wall | Graphic Organizer Template<br>Partner Work<br>L1 support<br>Sentence citations<br>Pictures/Photographs of text<br>Word Wall | Graphic Organizer Template<br>Partner Work<br>Word Wall<br>Bold Faced/Highlighted Words | Graphic Organizer<br>Bold Faced/Highlighted Words | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 2**<br>CCSS: 6.1<br>WIDA: 2<br>Reading<br>Speaking | **Cite textual evidence to support analysis** of **inferences** drawn from grade 6 text(s). | | <u>Analyze text and infer</u> details from supportive textual evidence through the *use of a graphic organizer and/or marking the text.* | | **VU**: Inferences |
| | | | | | **LFC**: Quotations, direct and reported speech sentence structure |
| | | | | | **LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Analyze text and infer details from supportive textual evidence in L1 and/or by matching phrase citations from appropriately leveled text to visual representations. | Analyze text and infer details from supportive textual evidence in L1 and/or by matching sentence citations from appropriately leveled text to visual representations of the text. | Analyze text and infer details from supportive textual evidence from or adapted grade-level band literature. | Analyze text and infer details from supportive textual evidence from literature at the grade 5-6 text level band. | Analyze text and infer details from supportive textual evidence from grade-level literature. |
| Learning Supports | Graphic Organizer Template<br>Partner Work<br>L1 support<br>Phrase citations<br>Pictures/Photographs of text<br>Word Wall | Graphic Organizer Template<br>Partner Work<br>L1 support<br>Sentence citations<br>Pictures/Photographs of text<br>Word Wall | Graphic Organizer<br>Bold Faced/Highlighted Words<br>Word Wall<br>Template | Graphic Organizer<br>Bold Faced/Highlighted Words | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 3**<br>CCSS: RL.6.2<br>WIDA: 2<br>Reading<br>Speaking | **Determine the central idea** of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgments. | | <u>Explain and summarize</u> the main idea of a text, using supportive textual evidence through the *use of a story map and/or marking the text.* | | **VU**: Phrases: (on page __, in other words); logical connectors |
| | | | | | **LFC**: Complex sentences using relative clauses *i.e.* who, that which |
| | | | | | **LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Explain and summarize the central idea and key details from grade-level literature in L1 and/or identify the central idea a summary of an appropriately leveled text by matching phrase citations to visual representations. | Explain and summarize the central idea and key details from grade-level literature in L1 and/or by matching sentence citations from appropriately leveled text to visual representations of text. | Explain and summarize the central idea and key details from adapted literature in the grade 5-6 text level band. Use key content based vocabulary in simple, related sentences which may include errors which do not interfere with meaning | Explain and summarize the central idea and key details from literature in the grade 5-6 text level band. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary. | Explain and summarize the central idea and key details from grade-level literature. Use detailed sentences of varying lengths and complexity with content based vocabulary. |
| Learning Supports | Story Map Template<br>Partner Work<br>L1 support<br>Phrase citations<br>Visuals<br>Adapted Text | Story Map Template<br>Partner Work<br>L1 support<br>Sentence citations<br>Visuals<br>Adapted Text | Story Map Template<br>Partner Work<br>Adapted Text | Story Map<br>Marking the text | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 4**<br>CCSS: RL.6.3<br>WIDA: 2<br>Reading<br>Speaking<br>Listening | **Describe how a particular story's plot unfolds** in a series of episodes in 6th grade text(s). | | Describe and sequence plot in a story *by using a plot diagram and creating a video.* | | **VU**: Main idea; plot |
| | | | | | **LFC**: Describe people, places, things *i.e.* present progressive tense, adverbs |
| | | | | | **LC:** Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Describe and sequence how the story's plot unfolds in grade level text in L1 and/or sequence the plot by using gestures, single word, or yes/no responses to questions and matching short phrase citations to illustrated text. | Describe and sequence how the story's plot unfolds in grade level text in L1 and/or sequence the plot by sorting content-related visuals with short sentences from appropriately leveled text in English. | Describe and sequence how the story's plot unfolds from adapted literature in the grade 5-6 text level band. Use key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning. | Describe and sequence how the story's plot unfolds from literature in the grade 5-6 text level band. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary | Describe and sequence how the story's plot unfolds in a series of episodes in grade-level text. Use detailed sentences of varying lengths and complexity with content based vocabulary. |
| Learning Supports | Plot diagram<br>Role playing or re-enacting scenarios<br>Story Map<br>L1 support<br>Illustrated text<br>Recordings of text (Technology)<br>Bilingual Dictionary | Plot diagram<br>Role playing or re-enacting scenarios<br>Story Map<br>Bilingual Dictionary<br>Glossary<br>L1 support<br>Illustrated text<br>Recordings of text | Plot diagram<br>Role playing or re-enacting scenarios<br>Story Map<br>Bilingual Dictionary<br>Glossary | Plot diagram<br>Role playing or re-enacting scenarios | Plot diagram |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | | | | |
|---|---|---|---|---|
| Glossary | (Technology) | | | |

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 5**<br>CCSS: RL.6.3<br>WIDA: 2<br>Reading<br>Speaking | **Describe how characters respond or change** as the plot moves toward a resolution in 6th grade text(s). | | Describe changes and responses in characters over time *using plot diagram and character web.* | | **VU**: Characters, change, resolution |
| | | | | | **LFC**: Describing actions, people, places, thing; present and past tense verbs |
| | | | | | **LC**: Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Describe changes and responses of characters as plot moves to resolution in L1 and/or answering yes/no or either/or questions with single words, gestures or visuals. | Describe changes and responses of characters as plot moves to resolution in L1 and/or answering wh-questions using key short phrases in English or to complete sentence frames. | Describe changes and responses of characters as plot moves to resolution from adapted literature in the grade 5-6 text level band. Use key content based vocabulary in simple, related sentences which may include errors but do not interfere with meaning | Describe changes and responses of characters as plot moves to resolution from grade 5-6 text level band. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary. | Describe changes and responses of characters as plot moves to a resolution in a grade level text. Use detailed sentences of varying lengths and complexity with content based vocabulary. |
| Learning Supports | Plot diagram<br>Character Web<br>Role play<br>Word Wall | Plot diagram<br>Character Web<br>Role play<br>Word Wall | Plot diagram<br>Character Web<br>Role play<br>Word Wall | Plot diagram<br>Character Web<br>Role play | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | | | | |
|---|---|---|---|---|
| Illustrated text<br>Native Language Texts<br>L1 support<br>Gestures | Illustrated text<br>Native Language Texts<br>L1 support<br>Sentence Frames | | | |

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 6**<br>CCSS: RL.6.4<br>WIDA: 2<br>Reading<br>Speaking | **Determine the meaning of words and phrases** as they are used in a text, **including figurative and connotative meanings** (*i.e.*, "organization" connotes a sense of neatness). | | Define words and phrases according to usage in text through *use of pictures and dictionaries.* | | **VU:** Figurative, connotative |
| | | | | | **LFC**: Idiomatic expressions, sentences with figurative language |
| | | | | | **LC:** Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Define words from appropriately leveled text and identify examples of figurative and connotative language by matching objects/pictures to words. | Define words and phrases from appropriately leveled text and identify examples of figurative and connotative language by matching phrases to visuals. | Define words and phrases and identify examples of connotative and figurative language in literature from adapted grade 5-6 text-level band. | Define words and phrases and identify connotative and figurative language in grade 5-6 text level band. | Define words and phrases including figurative and connotative meanings, in grade-level text. |
| Learning Supports | Bilingual Dictionary<br>Mark the text<br>L1 support<br>Cartoons/comic of figurative language | Bilingual Dictionary<br>Mark the text<br>L1 support<br>Cartoons/comic of figurative language | Bilingual Dictionary<br>Mark the text<br>Cartoons/comic of figurative language | Bilingual Dictionary<br>Mark the text<br>Cartoons/comic of figurative language | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

|  | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO:  7** | **Determine the meaning of words and phrases** as they | <u>Define and analyze</u> words and phrases in a text, as it | **VU**: Tone |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| CCSS: RL.6.4 WIDA: 2 Reading Speaking Listening | are used in a text, including analyzing the impact of a specific word choice on **tone**. | | relates to tone *using a dictionary and think alouds.* | | **LFC**: Subject verb agreement |
|---|---|---|---|---|---|
| | | | | | **LC:** Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Choose single word or picture that matches tone from appropriately leveled text. | Choose phrase that matches tone from appropriately leveled text by sorting known words and phrases and using those phrases to complete sentence frames. | Define and analyze word choice, as it relates to tone in an adapted grade level text. Use key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning. | Define and analyze word choice, as it relates to tone in a grade 5-6 text level band. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary. | Define and analyze word choice as it related to tone used in a grade level text. Use detailed sentences of varying lengths and complexity with content based vocabulary. |
| Learning Supports | Think Aloud<br> Choral Reading<br>Bilingual Dictionary<br>L1 support<br>Pictures/Photographs | Think Aloud<br>Choral Reading<br>Bilingual Dictionary<br>L1 support<br>Sentence Frames | Think Aloud<br>Choral Reading<br>Bilingual Dictionary | Think Aloud<br>Bilingual Dictionary | |

| Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| SLO: 8<br>CCSS:<br>RL.6.5<br>WIDA: 2<br>Reading<br>Speaking<br>Listening | **Analyze** how a particular **sentence** fits into a text's structure and contributes to **theme** development. | Analyze how one sentence fits into a text's structure and contributes to theme development from sentences *using a think aloud*. | VU: Theme, literary analysis |
|---|---|---|---|
| | | | LFC: Subject verb agreement, embedded clauses |
| | | | LC: Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Analyze one sentence and discuss how it connects to the theme in L1 and/or analyze words in one sentence and how they connect to the theme. | Analyze one sentence and discuss how it connects to the theme in L1 and/or analyze words and phrases in one sentence to understand theme. | Analyze one sentence and discuss how it connects to the theme using key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning. | Analyze one sentence and discuss how it connects to the theme using complete sentences of varying lengths and emerging complexity with some content based vocabulary. | Analyze one sentence and discuss how it connects to the theme using detailed sentences of varying lengths and complexity with content based vocabulary. |
| Learning Supports | Think Aloud<br>Triads or Small Groups<br>Pictures/Photographs<br>Semantic Web<br>Bilingual Dictionary<br>Glossary<br>L1 support | Think Aloud<br>Triads or Small Groups<br>Pictures/Photographs<br>Semantic Web<br>Bilingual Dictionary<br>Glossary<br>L1 support | Think Aloud<br>Triads or Small Groups<br>Word Wall<br>Template | Think Aloud | |

| Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| SLO: 9<br>CCSS: 6.5<br>WIDA: 2<br>Reading<br>Speaking | **Analyze** how a particular **chapter** fits into a text's structure and contributes to **theme** development. | | Analyze chapter in relation to overall theme *using an outline.* | | **VU**: Theme, chapter |
|---|---|---|---|---|---|
| | | | | | **LFC**: Transition words and clauses |
| | | | | | **LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Analyze how chapter fits text structure and theme development in L1 and/or English using single words, pictures and outline. | Analyze how chapter fits text structure and theme development in L1 and/or English using short phrases, pictures and sentence frames. | Analyze how chapter fits text structure and theme development using key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning. | Analyze how chapter fits text structure and theme development using complete sentences of varying lengths and emerging complexity with some content based vocabulary. | Analyze how chapter fits text structure and theme development using detailed sentences of varying lengths and complexity with content based vocabulary. |
| Learning Supports | Outlines (completed)<br>Pictures/Photographs<br>Sentence strips with words and phrases that summarize chapters<br>L1 support | Outlines (partial)<br>Pictures/Photographs<br>Sentence strips with phrases that summarize chapters<br>L1 support | Outlines (partial) | Outlines | |

| Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|

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# ELA – Grade 6 - Unit 1 - ELL Scaffold

| SLO: 10<br>CCSS: RL.6.5<br>WIDA: 2<br>Reading<br>Speaking | **Analyze** how a particular **sentence** fits into a text's structure and contributes to **setting** development. | | Analyze particular sentence in relation to setting *using an outline.* | | VU: Setting |
|---|---|---|---|---|---|
| | | | | | LFC: Subject-verb agreement |
| | | | | | LC: Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Analyze particular sentence in relation to setting development in L1 and/or English using single words, pictures and outline. | Analyze particular sentence in relation to setting development in L1 and/or English using short phrases, pictures and sentence frames. | Analyze particular sentence in relation to setting development using key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning. | Analyze particular sentence in relation to setting development using complete sentences of varying lengths and emerging complexity with some content based vocabulary. | Analyze particular sentence in relation to setting development using detailed sentences of varying lengths and complexity with content based vocabulary. |
| Learning Supports | Outlines (completed)<br>Think Aloud<br>Pictures/Photographs<br>Word Wall<br>Sentence strips with words and phrases that relate to setting<br>L1 support | Outlines (partial)<br>Think Aloud<br>Word Wall<br>Pictures/Photographs<br>Sentence strips with phrases that relate to setting<br>L1 support | Outlines (partial)<br>Think Aloud<br>Word Wall | Outlines | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 11**<br>CCSS: RL.6.5<br>WIDA: 2<br>Reading<br>Speaking | Analyze how a particular chapter fits into a text's structure and contributes to setting. | | <u>Analyze</u> how a particular chapter fits into text structure and in relation to setting *using an outline and think aloud.* | | **VU**: Setting, text's structure, |
| | | | | | **LFC**: Describe people, places things, e.g. nouns, pronouns |
| | | | | | **LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Analyze how a particular chapter fits into text structure in relation to setting in L1 and/or English using single words, pictures and outline. | Analyze how a particular chapter fits into text structure in relation to setting in L1 and/or English using short phrases, pictures and sentence frames. | Analyze how a particular chapter fits into text structure in relation to setting using key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning. | Analyze how a particular chapter fits into text structure in relation to setting using complete sentences of varying lengths and emerging complexity with some content based vocabulary. | Analyze how a particular chapter fits into text structure in relation to setting using detailed sentences of varying lengths and complexity with content based vocabulary. |
| Learning Supports | <u>Outlines</u> (completed)<br><u>Think Aloud</u><br><u>Word Wall</u><br><u>Pictures/Photographs</u><br>Sentence strips with words and phrases that relate to setting<br><u>L1 support</u> | <u>Outlines</u> (partial)<br><u>Think Aloud</u><br><u>Word Wall</u><br><u>Pictures/Photographs</u><br>Sentence strips with phrases that relate to setting<br><u>L1 support</u> | <u>Outlines</u> (partial)<br><u>Think Aloud</u><br><u>Word Wall</u> | <u>Outlines</u><br><u>Think Aloud</u> | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 12**<br>CCSS: RL.6.5<br>WIDA: 2<br>Reading<br>Speaking | Analyze how a particular sentence fits into a text's structure and contributes to plot development. | | Read to analyze how a particular sentence fits into a text's structure and contributes to plot development by *answering WH-questions* using *a graphic organizer.* | | **VU**: Plot, text structure,<br><br>**LFC**: Subject verb agreement<br><br>**LC**: Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Read to analyze how a particular sentence contributes to plot development in L1 and/or match pictures to single words in relation to a plot diagram. | Read to analyze how a particular sentence contributes to plot development in L1 and/or complete a plot diagram using short phrase responses to WH-questions. | Read to analyze how a particular sentence contributes to plot development using simple sentences to identify supporting evidence from grade level or adapted literature. | Read to analyze how a particular sentence contributes to plot development using supporting evidence from grade level or adapted literature. | Read to analyze how a particular sentence contributes to plot development using grade-level text. |
| Learning Supports | Plot diagram (completed)<br>Word Wall<br>Word Bank<br>L1 support<br>Choice questions<br>Pictures/Photographs | Plot diagram (partial)<br>Word Wall<br>Word Bank<br>L1 support<br>Wh- questions | Plot diagram (partial)<br>Word Wall<br>Word Bank | Plot diagram | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO: 13**<br>CCSS:<br>RL.6.5<br>WIDA: 2<br>Reading<br>Speaking | Analyze how a particular chapter fits into a text's structure and contributes to plot development. | Read to analyze how a particular sentence fits into a text's structure and contributes to plot development by *answering WH-questions* using *a graphic organizer (example: outline, story map).* | **VU**: Plot, chapter, structure<br><br>**LFC**: Describe actions, present progressive tense<br><br>**LC:** Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Read to analyze how a particular chapter contributes to plot development in L1 and/or match pictures to single words in relation to a plot diagram. | Read to analyze how a particular chapter contributes to plot development in L1 and/or complete a plot diagram using short phrase responses to wh- questions. | Read to analyze how a particular chapter contributes to plot development using simple sentences to identify supporting evidence from grade level or adapted literature. | Read to analyze how a particular chapter contributes to plot development using supporting evidence from grade level or adapted literature. | Read to analyze how a particular chapter contributes to plot development using grade-level text. |
| Learning Supports | Plot diagram (completed)<br>Word Wall<br>Word Bank<br>L1 support<br>Choice questions<br>Pictures/Photographs | Plot diagram (partial)<br>Word Wall<br>Word Bank<br>L1 support<br>Wh- questions | Plot diagram (partial)<br>Word Wall<br>Word Bank | Plot diagram | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 14**<br>CCSS: RL.6.6<br>WIDA: 2<br>Reading<br>Speaking | Explain how an author develops the point of view of the narrator or speaker in a text. | | Read and explain how an author develops the point of view of the narrator in a text *using think alouds and word walls.* | | **VU:** Point of view, narrator |
| | | | | | **LFC:** Adverbs of manner; declarative sentences |
| | | | | | **LC:** Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Read and explain how an author develops the point of view of the narrator or speaker in a text through tone and actions in L1 and/or answer yes/no or either/or questions or match single words with visuals. | Read and explain how an author develops the point of view of the narrator through tone and actions in L1 and/or answer wh-questions with short phrases and/or match sentence strips with point of view. | Read and explain how an author develops the point of view of the narrator in an adapted text through tone and actions. Use key content based vocabulary in simple, related sentences which may include errors that do not interfere with meaning. | Read and explain how an author develops the point of view of the narrator in a grade 5-6 text level text band through tone and actions. Use complete sentences of varying lengths and emerging complexity with some content based vocabulary. | Read and explain how an author develops the point of view of the narrator in a grade level text through tone of words and his actions. Use detailed sentences of varying lengths and complexity with content based vocabulary. |
| Learning Supports | Triads or Small Groups<br>Think Aloud<br>Word Wall<br>L1 support<br>Visuals<br>Choice questions | Triads or Small Groups<br>Think Aloud<br>Word Wall<br>L1 support<br>Sentence Frames | Triads or Small Groups<br>Think Aloud<br>Word Wall | Think Aloud | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 15**<br>CCSS: RL.6.7<br>WIDA: 2<br>Reading<br>Speaking | Compare and contrast the experience of reading a story to listening to or viewing an audio, video, or live version of the text including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | | Compare and contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch it *through the use of a Venn Diagram.* | | **VU**: Compare, contrast, audio, visual, live version, perceive |
| | | | | | **LFC**: Comparative and superlative adjectives; conjunctions; adverbs |
| | | | | | **LC**: Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Compare and contrast the experience of reading a story versus multi-media version in L1 and/or match single words to pictures; use single words to complete Venn Diagram; or answer yes/ or either/or questions. | Compare and contrast the experience of reading a story versus multi-media version in L1. And/or use short phrases to answer questions; match to images and pictures; or complete Venn Diagram. | Use short simple sentences with key content based vocabulary to compare and contrast the live version to the written version of the text. | Use complete constructed sentences with some content based vocabulary to compare and contrast the live version to the written version of the text. | Use detailed sentences of varying lengths and complexity with content based vocabulary to compare and contrast the experience of reading a story versus multi-media version. |
| Learning Supports | Venn Diagram<br>Word Wall<br>L1 support<br>Pictures/Photographs<br>Video Clips/Films<br>Word card | Venn Diagram<br>Word Wall<br>L1 support<br>Pictures/Photographs<br>Video Clips/Films<br>Sentence strips | Venn Diagram<br>Word Wall | Venn Diagram | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO: 16**<br>CCSS:<br>W.6.3b.<br>WIDA: 2<br>Reading<br>Writing | Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters. | <u>Write narratives</u> using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters *using a story map.* | **VU**: Narrative, dialogue, pacing, storyboard |
| | | | **LFC**: describe people, place, things actions, e.g. nouns, pronouns, adjectives, present progressive tense, adverbs |
| | | | **LC:** Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters in L1 and/or using single words to respond to WH-, yes/no and either/or questions related to illustrated text. | Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events and/or characters in L1 and/or draw pictures with corresponding phrases to tell a story; or use phrases to complete sentence frames for short narrative. | Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters using phrases. Use short simple sentences with key content based vocabulary | Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters using complete constructed sentences with some content based vocabulary. | Write narratives using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters. Use detailed sentences of varying lengths and complexity with content based vocabulary. |
| Learning Supports | Story Map<br>Word Wall<br>Teacher created Checklist<br>L1 support<br>Pictures/Photographs<br>Choice questions<br>Gestures | Story Map<br>Word Wall<br>Teacher created checklist<br>L1 support<br>Sentence Frames<br>Pictures/Photographs | Story Map<br>Word Wall<br>Teacher created checklist | Story Map | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 17**<br>CCSS: W.6.3d.<br>WIDA: 2<br>Writing | Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events. | | <u>Write narratives</u> to develop real or imagined experiences using relevant descriptive details, precise words and phrases, and sensory language *using a writing diamond.* | | **VU**: Sensory and descriptive nouns and adjectives;<br><br>**LFC**:  Describe people, place, things actions<br><br>**LC:** Varies by ELP level. |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Write narrative in L1 and/or short word captions in English with key content based vocabulary, descriptive details, and sensory language. | Write narrative in L1 and/or short, phrases under captions in English with key content based vocabulary, descriptive details and sensory language. | Write narrative in simple sentences with some errors that do not interfere with meaning, descriptive details, sensory language and key content based grade level vocabulary. | Write narrative in complete sentences of emerging complexity with descriptive details, sensory language and some content based grade level vocabulary. | Write narrative in detailed sentences of varying length and type with descriptive details, sensory language and content based grade level vocabulary. |
| Learning Supports | Sensory details chart<br>Writing diamond<br>Word Wall<br>Visuals<br>Phrase captions<br>Gestures<br>L1 support | Sensory details chart<br>Writing diamond<br>Word Wall<br>Visuals<br>Phrase captions<br>L1 support | Sensory details chart<br>Writing diamond<br>Word Wall | Sensory details chart<br>Writing diamond | Sensory details chart<br>Writing diamond |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO: 18**<br>CCSS: W.6.3a.<br>WIDA: 2<br>Writing | Write narratives to develop real or imagined experiences or events using well-structured event sequences. | <u>Write narratives</u> to develop real or imagined experiences or events using well-structured event sequences on a *graphic organizer (e.g. story map).* | **VU**: Event sequencing,<br><br>**LFC**: Sequencing: adverbs of time, relative clauses and subordinate conjunctions<br><br>**LC:** Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Write narratives in complete detailed sentences of varying length and type using well-structured event sequences in L1 and/or short, phrases or captions under pictures in English with key content based vocabulary. | Write narratives in complete detailed sentences of varying length and type using well-structured event sequences in L1 and/or short, sentence-level narratives as captions under pictures in English with key content based vocabulary. | Write narratives in simple sentences with some errors that do not interfere with meaning, using well-structured event sequences with key content based grade level vocabulary. | Write narratives in complete sentences of emerging complexity using well-structured event sequences with some content based grade level vocabulary. | Write narratives in complete detailed sentences of varying length and type using well-structured event sequences with content based grade level vocabulary. |
| Learning Supports | Story Map<br>Word Wall<br>Word Bank<br>Visuals<br>Phrase captions<br>Gestures<br>L1 support | Story Map<br>Word Wall<br>Word Bank<br>Visuals<br>Sentence captions<br>L1 support | Story Map<br>Word Wall | Story Map | Story Map |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 19**<br>CCSS:<br>W.6.3a.<br>WIDA: 2<br>Reading<br>Speaking | Write narratives to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically. | | <u>Write narratives</u> to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically *using a graphic organizer (e .g. timeline).* | | **VU**: Sequencing,<br><br>**LFC**: Sequencing: adverbs of time, relative clauses and subordinate conjunctions<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Write narratives in complete detailed sentences of varying length and type using event sequences that unfold naturally and logically in L1 and/or short, phrases or captions under pictures in English with key content based vocabulary. | Write narratives in complete detailed sentences of varying length and type using event sequences that unfold naturally and logically in L1 and/or short, sentence-level narratives as captions under pictures in English with key content based vocabulary. | Write narratives in simple sentences with some errors that do not interfere with meaning, using event sequences that unfold naturally and logically with key content based grade level vocabulary. | Write narratives in complete sentences of emerging complexity using event sequences that unfold naturally and logically with some content based grade level vocabulary. | Write narratives in complete detailed sentences of varying length and type using event sequences that unfold naturally and logically with content based grade level vocabulary. |
| Learning Supports | [Timeline](#)<br>Writing diamond<br>[Word Wall](#)<br>[Word Bank](#)<br>[Visuals](#)<br>Phrase captions<br>[Gestures](#)<br>[L1 support](#) | [Timeline](#)<br>Writing diamond<br>[Word Wall](#)<br>[Word Bank](#)<br>[Visuals](#)<br>Sentence captions<br>[L1 support](#) | [Timeline](#)<br>Writing diamond<br>[Word Wall](#) | [Timeline](#)<br>Writing diamond | [Timeline](#)<br>Writing diamond |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 20**<br>CCSS: W.6.3a.<br>WIDA: 2<br>Reading<br>Speaking | Write narratives to develop real or imagined experiences or events to engage and orient the reader by establishing a context. | | Write narratives to develop real or imagined experiences or events to engage and orient the reader *using think alouds.* | | **VU**: Hook, orient, engage,<br><br>**LFC**: Modals, compound tenses; describing actions<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Write narratives in complete detailed sentences of varying length and type to orient and engage the reader with imaginative and creative vocabulary in L1 and/or short, phrases or captions in English to orient and engage the reader with imaginative and creative key content based vocabulary. | Write narratives in complete detailed sentences of varying length and type to orient and engage the reader with imaginative and creative vocabulary in L1 and/or short, sentence-level personal narratives or captions in English to orient and engage the reader with imaginative and creative key content based vocabulary. | Write narratives in in simple sentences with some errors that do not interfere with meaning, to orient and engage the reader with imaginative and creative key grade level vocabulary. | Write narratives in complete sentences of emerging complexity to orient and engage the reader with imaginative and creative with some content based grade level vocabulary. | Write narratives in complete detailed sentences of varying length and type to orient and engage the reader with imaginative and creative grade level vocabulary. |
| Learning Supports | Think Aloud<br> and examples of creative ways to orient reader<br>Writing diamond<br>Word Wall<br>Visuals<br>Phrase captions<br>Gestures<br>L1 support | Think Aloud<br> and examples of creative ways to orient reader<br>Writing diamond<br>Word Wall<br>Visuals<br>Sentence captions<br>L1 support | Think Aloud<br> of creative ways to orient reader<br>Writing diamond<br>Word Wall | Think Aloud<br> of creative ways to orient reader<br>Writing diamond | Writing diamond |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 21**<br>CCSS:<br>W.6.3a.<br>WIDA: 2<br>Writing | Write narratives to develop real or imagined experiences or events by introducing a narrator and/or characters. | | Introduce a narrator and/or characters in a narrative to develop experience or events *using character web and think alouds.* | | **VU**: Character, narrator, |
| | | | | | **LFC**: Describe people, place, things, & actions, e.g. nouns, pronouns, adjectives, adverbs |
| | | | | | **LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Introduce a narrator and/or characters in a narrative in complete detailed sentences of varying length and type in L1 and/or short, phrases or captions in English with key content based vocabulary. | Introduce a narrator and/or characters in a narrative in complete detailed sentences of varying length and type in L1 and/or short, sentence-level personal narratives or captions in English with key content based vocabulary. | Introduce a narrator and/or characters in a narrative in simple sentences with some errors that do not interfere with meaning, with key content based grade level vocabulary. | Introduce a narrator and/or characters in a narrative in complete sentences of emerging complexity with some content based grade level vocabulary. | Introduce a narrator and characters in a narrative in complete detailed sentences of varying length and type with and content based grade level vocabulary. |
| Learning Supports | Think Aloud and examples of introducing narrator and characters Character Web Word Wall L1 support Pictures/Photographs | Think Aloud and examples of introducing narrator and characters Character Web Word Wall L1 support Pictures/Photographs | Think Aloud about introducing narrator and characters Character Web Word Wall | Think Aloud about introducing narrator and characters. Character Web | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 22**<br>CCSS: L.1.3;<br>RL.1.7<br>WIDA: 2<br>Reading<br>Writing | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives. | | Sequence and signal time/setting shifts *using a transitional phrase word wall*. | | **VU**: Transition words |
| | | | | | **LFC**: Prepositional phrases, relative clauses |
| | | | | | **LC**: Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and/or with single words to complete cloze sentences with illustrations and key content vocabulary. | Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in L1 and/or in phrases to complete sentence frames with key content vocabulary. | Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in simple sentences with key content based vocabulary. | Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in complete sentences of emerging complexity with some content based vocabulary. | Write using sequential transitional phrases and clauses to signal shifts from one time frame or setting to another in complete and detailed sentences of varying length and type with content based vocabulary. |
| Learning Supports | Transitional phrase Word Wall<br>Multiple reference sources<br>Gestures<br>Cloze sentences<br>L1 support | Transitional phrase Word Wall<br>Multiple reference sources<br>Visuals<br>Sentence Frames<br>L1 support | Transitional phrase Word Wall<br>Multiple reference sources | Transitional phrase Word Wall<br>Multiple reference sources | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 23**<br>CCSS:<br>W.6.3e.<br>WIDA: 2<br>Reading<br>Speaking | When writing narratives, provide a conclusion that follows from the narrated experiences or events. | | <u>Write a conclusion</u> that follows the events of a narrative *using graphic organizer, i.e. story map.* | | **VU**: Conclusion, narrative<br><br>**LFC**: Complex sentences, drawing conclusions<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Write a conclusion that follows the events of a narrative in L1 and/or choose key content vocabulary to complete conclusion sentences with illustrations. | Write a conclusion that follows the events of a narrative in L1 and/or choose short, sentence-level conclusions that follow the events of a narrative. | Write a conclusion that follows the events of a narrative using simple sentences with key content based vocabulary. | Write a conclusion that follows the events of a narrative using complete sentences of emerging complexity with some content based vocabulary. | Write a conclusion that follows the events of a narrative using complete, detailed sentences of varying length and type with content based vocabulary. |
| Learning Supports | <u>Story Map</u><br> (completed)<br><u>Word Wall</u><br><u>Visuals</u><br>Cloze conclusion sentences<br><u>L1 support</u> | <u>Story Map</u><br> (partially completed)<br><u>Word Wall</u><br><u>Visuals</u><br><u>Sentence Frames</u> of conclusion sentences<br><u>L1 support</u> | <u>Story Map</u><br> (partially completed)<br><u>Word Wall</u> | <u>Story Map</u> | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 24**<br>CCSS: W.6.4<br>WIDA: 2<br>Writing | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | <u>Develop and organize</u> sentences in a task which are appropriate to the reader *using a writing diamond.* | | **VU**: Task, purpose, audience<br><br>**LFC**: Sentences appropriate to task<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in L1 and/or use a graphic organizer to complete cloze sentences with key content based vocabulary. | Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in L1 and/or complete a graphic organizer with phrase and key content based vocabulary. | Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in simple sentences with key content based vocabulary. | Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in complete sentences of emerging complexity with some content based vocabulary. | Develop and organize sentences, in a task, which are appropriate to the reader using appropriate register in complete detailed sentences of varying length and type with content based vocabulary. |
| Learning Supports | Writing Diamond (completed)<br>Bilingual Dictionary<br>Visuals<br>Word Wall<br>L1 support | Writing Diamond (partially completed)<br>Bilingual Dictionary<br>Visuals<br>Word Wall<br>L1 support | Writing Diamond (partially completed)<br>Bilingual Dictionary<br>Word Wall | Writing Diamond | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO:   25**<br>CCSS: W.6.5<br>WIDA:  2<br>Reading<br>Speaking | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | <u>Plan, revise, edit, and rewrite</u>  narrative *using peer editing, conferencing with teacher, dictionary/thesaurus usage* | | **VU**: Specific to text; editing, rewriting, peer edit, |
| | | | | | **LFC**: Complex sentences, increasing specificity of nouns, verbs and adjectives; correlative conjunctions |
| | | | | | **LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or teacher feedback and support throughout the writing process. | Write, plan, revise and edit to develop, strengthen, and focus a narrative using L1 and/or teacher feedback and support throughout the writing process. | Write, plan, revise and edit to develop, strengthen, and focus a narrative written in simple sentences with key content based vocabulary. | Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete sentences with emerging complexity and some content based vocabulary. | Write, plan, revise and edit to develop, strengthen, and focus a narrative written in complete detailed sentences of varying length and type with content based vocabulary. |
| Learning Supports | Teacher feedback<br>Technology support (i.e., spell check, online thesaurus, grammar check).<br>Template<br>Word Wall<br>Story Elements Worksheet<br>L1 support | Teacher feedback<br>Technology support (i.e., spell check, online thesaurus, grammar check).<br>Template<br>Word Wall<br>Story Elements Worksheet<br>L1 support | Partner Work<br>Technology support (i.e., spell check, online thesaurus, grammar check).<br>Template | Writing Outlines<br>Partner Work | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 26** CCSS: W.6.6 WIDA: 2 Reading Speaking | Use technology, including the Internet, to produce and publish narrative writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | | <u>Produce and publish</u> narrative writing with technology, *using Microsoft Office, videoconferencing, or podcasts.* | | **VU**: Collaborate, interact, publish |
| | | | | | **LFC**: Subject verb agreement, embedded clauses |
| | | | | | **LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Publish written work to apply technology and collaborative skills and present relationship between information and ideas using L1 and/or complete cloze sentences or captions for drawings with words and key content based vocabulary. | Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using L1 and/or complete sentence frames or captions for drawing with phrases and key content based vocabulary. | Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using simple sentences with key content based vocabulary. | Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete sentences of emerging complexity with some content based vocabulary. | Publish written work to apply specific technology and collaborative skills and present relationship between information and ideas using complete detailed sentences of varying length and type with content based vocabulary. |
| Learning Supports | Teacher feedback [Technology] support (i.e., spell check, online thesaurus, grammar check). Template [Word Wall] [Story Elements Worksheet] Cloze sentences [L1 support] | Teacher feedback [Technology] support (i.e., spell check, online thesaurus, grammar check). Template [Word Wall] [Story Elements Worksheet] [Sentence Frames] [L1 support] | Publishing checklist [Partner Work] [Technology] support (i.e., spell check, online thesaurus, grammar check). Template [Word Wall] | Publishing checklist [Partner Work] [Technology] | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO: 27**<br>CCSS:<br>W.6.9a..<br>WIDA: 2<br>Reading<br>Speaking | Draw evidence from 6<sup>th</sup> grade literary texts to support analysis and reflection; apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). | <u>Analyze and reflect</u> on literary texts in different forms or genres *using a graphic organizer (i.e.* Venn Diagram*)* | **VU**: Specific to text; compare and contrast, theme, genres<br><br>**LFC**: Comparative adjectives, conjunctions, adverbs, superlatives<br><br>**LC:** Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Write to cite evidence from literary texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with single words and pictures. | Write to cite evidence from literary texts to support analysis and reflection from L1 texts and appropriately leveled texts in English with phrases and pictures. | Write to cite evidence from literary texts to support analysis and reflection from adapted literature. | Write to cite evidence from literary texts to support analysis and reflection from poetic prose and personal narratives in texts approaching grade level. | Write to cite evidence from literary texts to support analysis and reflection from grade level literature. |
| Learning Supports | Graphic Organizer (completed)<br>Word Wall<br>Technology support (i.e., spell check, online thesaurus, grammar check).<br>Visuals<br>Cloze sentences<br>L1 support | Graphic Organizer (partially completed)<br>Word Wall<br>Technology support (i.e., spell check, online thesaurus, grammar check).<br>Visuals<br>Sentence Frames<br>L1 support | Graphic Organizer (partially completed) Template<br>Word Wall<br>Technology support (i.e., spell check, online thesaurus, grammar check). | Graphic Organizer | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 28**<br>CCSS:<br>W.6.10.<br>WIDA: 2-5<br>Writing | Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | <u>Write narratives</u> of varying length using do-nows, open-ended responses, daily journal writing, and responses to literature *using a word wall.* | | **VU**: Journal, task, purpose<br><br>**LFC**: Verb forms; declarative sentences, compound and complex sentences<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or by writing words from a word bank under pictures. | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience in L1 and/or by extending sentence starters with original ideas. | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience using simple related sentences and key content based vocabulary. | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers. | Write narratives routinely to create a portfolio or make periodic journal entries for a specific purpose or audience at a level comparable to non-ELL peers. |
| Learning Supports | Word Wall<br>Word Bank<br>Visuals<br>Cloze sentences<br>L1 support | Word Wall<br>Word Bank<br>Visuals<br>Sentence Starters<br>L1 support | Templates<br>Word Wall<br>Word Bank | | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 29**<br>CCSS: SL.6.1<br>WIDA: 2<br>Speaking<br>Listening | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. | | <u>Participate</u> in a variety of collaborative discussion settings *using a checklist of appropriate ways to participate in a specific discussion type.* | | **VU**: In my opinion, I feel that, I understand that<br><br>**LFC**: Compound and complex sentences<br><br>**LC:** Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Participate in a variety of teacher led discussions in L1 and/or answer questions with single words; YES/NO or either/or - questions. | Participate in a variety of teacher led discussions, using L1 and/or ask and answer wh- questions with short phrase or simple sentences. | Participate in a variety of collaborative discussion in pairs, using key content based vocabulary in simple sentences which may include errors that do not obscure meaning. | Participate in a variety of collaborative discussion settings, using complete sentences with some content based vocabulary, | Participate in a variety of collaborative discussion settings, using detailed sentences of varying lengths with content based vocabulary. |
| Learning Supports | Teacher created checklist<br>Word Wall<br>Visuals<br>Choice questions<br>L1 support | Teacher created checklist<br>Word Wall<br>Visuals<br>Sentence Frames<br>L1 support | Teacher created checklist<br>Partner Work<br>Word Wall<br>Bilingual Dictionary | Teacher created checklist | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 30** CCSS: SL.6.1a. WIDA: 1-5 Speaking Listening | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion | | Speak and listen to share ideas on a synthesis of research materials relevant to the discussion *L1 and graphic organizers.* | | **VU**: Probe, According to, The text states |
| | | | | | **LFC**: Declarative and interrogatory sentences; subordinate conjunctions |
| | | | | | **LC**: Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Speak and listen to develop an understanding of how to further probe and reflect on a previously researched topic in L1 and/or use visuals and appropriately leveled text to answer single word response or yes/no questions. | Speak and listen to develop an understanding of how to further probe and reflect on a previously researched topic in L1 and/or appropriately leveled text using phrases in sentence frames and teacher modeled techniques. | Speak and listen to a grade-level discussion to further probe and reflect on a previously researched topic using information researched from adapted and authentic texts using simple related sentences with key content based vocabulary. | Speak and listen in a grade-level discussion to further probe and reflect on a previously researched topic using complete sentences with emerging complexity and some content based vocabulary. | Speak and listen in a grade-level discussion to further probe and reflect on a previously researched topic using complete, detailed sentences of varying length and type with content based vocabulary. |
| Learning Supports | Cornell notes (completed) Teacher modeled techniques Triads or Small Groups Word Wall Visuals Gestures L1 support | Cornell notes (completed) Teacher modeled techniques Triads or Small Groups Visuals Sentence Frames L1 support | Cornell notes Word Wall Triads or Small Groups | Cornell notes Triads or Small Groups | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 31**<br>CCSS: SL.6.lb.<br>WIDA: 1<br>Reading<br>Speaking | When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | | <u>Create and post</u> guidelines for discussions, choose student roles and set classroom goals *using a word wall.* | | **VU**: Goals, roles, deadlines; specific to text |
| | | | | | **LFC**: Verb forms; declarative sentences, compound and complex |
| | | | | | **LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Identify pictures showing student roles in discussions; use L1 as a resource to understand discussion guidelines. | Create guidelines, student roles and classroom goals using L1, pictorial representations, words and phrases. | Create guidelines for discussion, choose student roles and set classroom goals using key grade level vocabulary in simple sentences which may include error that do not interfere with comprehension. | Create guidelines for discussion, choose student roles and set classroom goals using complete sentences with grade level vocabulary. | Create guidelines for discussion, choose student roles and set classroom goals through negotiated agreement using detailed sentences o varying length with content based vocabulary. |
| Learning Supports | Role play<br>Template<br>Word Wall<br>Pictures/Photographs<br>L1 support | Role play<br>Template<br>Word Wall<br>Pictures/Photographs<br>L1 support | Role play<br>Template<br>Word Wall | Role play<br>Template | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 32** CCSS: SL.6.1c. WIDA: 2 Reading Speaking | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | | <u>Compose and respond</u> to questions with elaboration and detail by making comments that contribute to the discussion *using sentence frames, graphic organizers, and L1 support.* | | **VU**: Elaborate, detail, 5-W words; |
| | | | | | **LFC**: Asking informational and clarifying questions; expressing and supporting opinions |
| | | | | | **LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion in L1 and/or from appropriately leveled texts answering yes/no questions and either/or choice questions. | Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion in L1 and/or from appropriately leveled texts using phrases in sentence frames and answering wh-questions. | Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using simple related sentences with key content based vocabulary. | Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using complete sentences with emerging complexity and some content based vocabulary. | Compose and respond to questions with elaboration and detail by making comments that contribute to the discussion using complete, detailed sentences of varying length and type with content based vocabulary. |
| Learning Supports | Strategies to participate in academic discussions Bilingual Dictionary Word Wall Gestures Sentence Frames L1 support | Strategies to participate in academic discussions Bilingual Dictionary Word Wall Visuals Sentence Frames L1 support | Strategies to participate in academic discussions Bilingual Dictionary Word Wall | Strategies to participate in academic discussions | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 33**<br>CCSS:<br>SL.6.1d.<br>WIDA: 1-5<br>Reading<br>Speaking | When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing | | <u>Paraphrase and reflect</u> on multiple perspectives during a discussion *using a graphic organizer, e.g. web or flow chart* | | **VU**: Reflect, paraphrase<br><br>**LFC**: Retelling, present/past tense verbs, comparing<br><br>**LC**: Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in L1 and/or listen to discussion to gain understanding using L1 resources as needed. Answer questions with single words or yes/no or either/or questions about multiple perspectives. | Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in L1 and/or listen to and use short phrases or match phrases to pictures that indicate the multiple perspectives in a discussion. | Paraphrase and reflect on multiple perspectives during a discussion using key grade level vocabulary in simple sentences which may include errors that do not interfere with comprehension. | Paraphrase and reflect on multiple perspectives during a discussion using complete sentences with some grade level vocabulary. | Paraphrase and reflect on multiple perspectives during a discussion using detailed sentences of varying lengths with grade level vocabulary. |
| Learning Supports | Graphic Organizer<br>Word Wall<br>L1 support<br>Choice questions | Graphic Organizer<br>Word Wall<br>L1 support<br>Sentence Frames<br>Phrase strips | Graphic Organizer<br>Word Wall | Graphic Organizer | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 34**<br>CCSS: SL.6.2<br>WIDA: 1-5<br>Speaking<br>Listening | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study | | Listen to information and explain how it contributes to a topic *using notes and an outline.* | | **VU**: Interpret, explain |
| | | | | | **LFC**: Present and past tense verbs, dependent and independent clauses |
| | | | | | **LC:** Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Listen to presentation in L1 of information and explain how it contributes to a topic in detailed sentences of varying lengths and complexity with content based vocabulary in L1. And/or listen to presentation in English at the appropriate level and state how it contributes to a topic using high frequency content based vocabulary and single words in English. | Listen to presentation in L1 of grade level information and explain how it contributes to a topic in detailed sentences of varying lengths and complexity with content based vocabulary in L1. And/or listen to presentation in English at the appropriate level and state how it contributes to a topic using key content based vocabulary and short phrases in English. | Listen to presentation of adapted grade level information and explain how it contributes to a topic with key content based vocabulary in simple sentences which may include errors that do not interfere with meaning. | Listen to presentation of grade level 5-6 information and explain how it contributes to a topic in complete sentences of emerging complexity with some content based vocabulary. | Listen to presentation of grade level information and explain how it contributes to a topic in detailed sentences of varying lengths and complexity with content based vocabulary. |
| Learning Supports | Outlines (completed)<br>Word Bank<br>L1 support<br>Cloze sentences<br>Pictures/Photographs | Outlines (partially completed)<br>Word Bank<br>L1 support<br>Sentence Frames | Outlines (partially completed)<br>Word Bank | Outlines | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | | Pictures/Photographs | | | |
|---|---|---|---|---|---|
| | | Student Learning Objective (SLO) | | Language Objective | Language Needed |
| **SLO: 35**<br>CCSS:<br>SL.6.6;<br>L.6.3a<br>WIDA: 2-5<br>Reading<br>Speaking<br>Listening<br>Writing | | Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning. | | Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening according to English language proficiency level *with appropriate supports.* | **VU**: Formal vs. informal English<br><br>**LFC**: Varies by ELP level<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | **SEE** | **WIDA** | **PERFORMANCE** | **DEFINITONS (link)** | |
| Learning Supports | Bilingual Dictionary<br>Word Wall<br>L1 support<br>Cloze sentences<br>Gestures<br>Pictures/Photographs | Bilingual Dictionary<br>Word Wall<br>L1 support<br>Sentence Frames<br>Pictures/Photographs | Bilingual Dictionary<br>Word Wall<br>Template | Bilingual Dictionary | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 36**<br>CCSS: L.6.1.a<br>WIDA: 2-5<br>Writing<br>Speaking | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive). | | Speak and write with pronouns in the proper case and gender using *teacher modeling and referent chart.* | | **VU**: Pronouns (subjective, objective, possessive)<br><br>**LFC**: Sentences with pronouns and referents<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Speak and write with high frequency pronouns in the proper case and gender with key content based, appropriately leveled vocabulary. | Speak and write with common pronouns in the proper case and gender with key content based, appropriately leveled vocabulary and short sentence structures. | Speak and write with pronouns in the proper case and gender with key content based, grade 5-6 level vocabulary and simple sentence structures. | Speak and write with pronouns in the proper case and gender with content based, grade 5-6 level vocabulary and language structures. | Speak and write with pronouns in the proper case and gender with content based, grade level vocabulary and language structures. |
| Learning Supports | Bilingual Dictionary<br>Teacher created referent chart<br>Pictures/Photographs<br>L1 support<br>Word Wall<br>Cloze sentences | Bilingual Dictionary<br>Teacher created referent chart<br>Pictures/Photographs<br>L1 support<br>Word Wall<br>Sentence Frames | Bilingual Dictionary<br>Teacher created referent chart<br>Word Wall | Bilingual Dictionary<br>Teacher created referent chart | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 37**<br>CCSS: L.6.1b.<br>WIDA: 2-5<br>Writing<br>Speaking | Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | <u>Demonstrate correct use of intensive pronouns</u> through *word walls and cloze sentences.* | | **VU**: Intensive pronouns |
| | | | | | **LFC**: Describing people and actions |
| | | | | | **LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Use high frequency intensive pronouns (myself, himself) when writing or speaking with key content based, appropriately leveled vocabulary. | Use common intensive pronouns when writing or speaking with key content based, appropriately leveled vocabulary and short sentences. | Use intensive pronouns when writing or speaking with key content based, grade 5-6 level vocabulary and simple sentence structure. | Use intensive pronouns when writing or speaking with content based, grade 5-6 level vocabulary and language structures. | Use intensive pronouns when writing or speaking with content based grade level vocabulary and language structures. |
| Learning Supports | Word Wall<br>Cloze sentences<br>Pictures/Photographs<br>L1 support | Word Wall<br>Sentence Frames<br>Pictures/Photographs<br>L1 support | Word Wall | | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 38**<br>CCSS:<br>L.6.2a.<br>WIDA: 2-5<br>Writing | Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements. | | <u>Write</u> using the proper capitalization and punctuation conventions of standard English *using teacher created mechanics chart and checklist.*<br><br>*Note: Capitalization rules and punctuation marks differ across languages. This is an opportunity to compare and contrast usage.* | | **VU**: Punctuation marks, capitalization;<br><br>**LFC**: Sentence structure specific to text.<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Write using the proper capitalization and punctuation conventions of standard English with high frequency content based, appropriately leveled vocabulary and short sentences. | Write using the proper capitalization and punctuation conventions of standard English with key content based appropriately leveled vocabulary and short sentences. | Write using the proper capitalization and punctuation conventions of standard English with key content based grade 5-6 level vocabulary and simple sentence structure. | Write using the proper capitalization and punctuation conventions of standard English with content based grade 5-6 level vocabulary and language structures. | Write using the proper capitalization and punctuation conventions of standard English with content based grade level vocabulary and language structures. |
| Learning Supports | [Bilingual Dictionary](#)<br>Teacher created mechanics chart<br>Teacher created checklist<br>[L1 support](#) | [Bilingual Dictionary](#)<br>Teacher created mechanics chart<br>Teacher created checklist<br>[L1 support](#) | [Bilingual Dictionary](#)<br>Teacher created mechanics chart<br>Teacher created checklist | [Bilingual Dictionary](#)<br>Teacher created mechanics chart<br>Teacher created checklist | [Bilingual Dictionary](#) |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 39**<br>CCSS: L.6.2b.<br>WIDA: 2-5<br>Writing | Demonstrate command of the conventions of standard English to spell correctly | | <u>Demonstrate accurate spelling</u> through *using a dictionary for support* | | **VU**: Spelling conventions<br><br>**LFC**: Apply conventional spelling rules<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Demonstrate command of English spelling conventions for high frequency words. | Demonstrate command of English spelling conventions for key grade 5-6 content vocabulary and high frequency words. | Demonstrate command of English spelling conventions for key grade 5-6 reading and content vocabulary. | Demonstrate command of English spelling conventions for grade 5-6 reading and content vocabulary. | Demonstrate command of English spelling conventions for reading and content grade level vocabulary. |
| Learning Supports | Bilingual Dictionary<br>Word Wall<br>L1 support | Bilingual Dictionary<br>Word Wall<br>L1 support | Bilingual Dictionary<br>Word Wall | Bilingual Dictionary<br>Word Wall | Bilingual Dictionary |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | Language Objective | Language Needed |
|---|---|---|---|
| **SLO: 40**<br>CCSS:<br>L.6.4a.<br>WIDA: 1-5<br>Reading<br>Speaking | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | Determine the meaning of unknown words and phrases through the use of strategies such as context clues through the *use of dictionary and examination of text.* | **VU**: Context clues<br><br>**LFC**: Definition genre<br><br>**LC**: Varies by ELP level |

| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
|---|---|---|---|---|---|
| Language Objectives | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content; use sentence level context clues. Match content–related pictures to words. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content; use sentence level context clues. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 6 reading and content; use sentence and paragraph level context clues. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5-6 reading and content; use sentence and paragraph level context clues. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content using sentence and paragraph level context clues. |
| Learning Supports | Teacher created affix chart Reference materials (print and digital)<br>Cognates<br>Bilingual Dictionary<br>L1 support<br>Background knowledge | Teacher created affix chart Reference materials (print and digital)<br>Cognates<br>Bilingual Dictionary<br>L1 support<br>Background knowledge | Teacher created affix chart Reference materials (print and digital)<br>Cognates<br>Background knowledge | Reference materials (print and digital)<br>Cognates<br>Background knowledge | Reference materials (print and digital) |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 41**<br>CCSS: L.6.4b.<br>WIDA: 1-5<br>Reading<br>Speaking | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | | <u>Determine the meaning of unknown words and phrases</u> through the use of strategies such as Greek or Latin affixes and root words and *using cognates and teacher created chart.* | | **VU**: Affixes, prefixes, suffixes, root words<br><br>**LFC**: Definition genre<br><br>**LC**: Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning. Match content–related pictures to words. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 6 reading and content, using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content; using common grade-appropriate Greek or Latin affixes and roots as clues to the meaning. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, using Greek or Latin affixes and roots as clues to the meaning. |
| Learning Supports | Teacher created affix chart Reference materials (print and digital)<br>Cognates<br>Bilingual Dictionary<br>L1 support | Teacher created affix chart Reference materials (print and digital)<br>Cognates<br>Bilingual Dictionary<br>L1 support | Teacher created affix chart Reference materials (print and digital)<br>Cognates | Reference materials (print and digital)<br>Cognates | Reference materials (print and digital) |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 42**<br>CCSS: L.6.4.c.d.<br>WIDA: 1-5<br>Reading<br>Speaking | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; Consult reference materials (e.g., dictionaries, Glossary, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | | <u>Determine meaning of unknown words and phrases</u> through the use of strategies such as context clues through the use of reference materials such as *dictionaries,* Glossary*, and thesauruses in both English and L1* | | **VU**: Pronunciation<br><br>**LFC**: Definition genre<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled/ illustrated reading and content. Match key content–related pictures to single words. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately leveled/ illustrated reading and content. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on adapted grade 5- 6 reading and content | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5-6 reading band. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content |
| Learning Supports | Reference materials (print and digital, bilingual and English)<br>Cognates<br>L1 support | Reference materials (print and digital, bilingual and English)<br>Cognates<br>L1 support | Reference materials (print and digital, bilingual and English) | Reference materials (print and digital, bilingual and English) | Reference materials (print and digital) |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# ELA – Grade 6 - Unit 1 - ELL Scaffold

| | Student Learning Objective (SLO) | | Language Objective | | Language Needed |
|---|---|---|---|---|---|
| **SLO: 43**<br>CCSS: L.6.6<br>WIDA: 2,3,4,5<br>Speaking | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | Accurate use of content area vocabulary words and phrases through the *use of a content specific word wall.* | | **VU**: Academic, content, phrases<br><br>**LFC**: Subject verb agreement<br><br>**LC:** Varies by ELP level |
| | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| Language Objectives | Acquire and use grade-appropriate general academic and domain-specific words and phrases in L1; and/or single key content based vocabulary words, by matching words and pictures or completing cloze sentences. | Acquire and use grade-appropriate general academic and domain-specific words and phrases in L1 and/or short phrases of key content based vocabulary by matching phrases with pictures or completing sentence frames. | Acquire and use general academic and domain-specific words and phrases from adapted text. Use simple sentences which may include errors that do not interfere with meaning. | Acquire and use general academic and domain-specific words and phrases from grade 5-6 text level band. Use complete sentences with emerging complexity. | Acquire and use grade-appropriate general academic and domain-specific words and phrases. Use detailed sentences of varying lengths and complexity. |
| Learning Supports | Content specific Word Wall<br>L1 support<br>Cloze sentences<br>Pictures/Photographs | Content specific Word Wall<br>L1 support<br>Sentence Frames<br>Pictures/Photographs | Content specific Word Wall | Content specific Word Wall | |

Review Unit assessment for suggested texts, vocabulary, and skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.